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ABSTRACT

This document evaluates the first three years of a preschool project in Kalamazoo School District which was funded by Title III of the Elementary and Secondary Education Act. The program aims to maximize the potential of each preschool child and to involve parents and community agencies in the project. This report describes the objectives of the program and the areas in which objectives are being met. A comparison of disadvantaged kindergarten children and a control group is made, and a follow-up study of first grade performance of the two groups is analyzed. No significant differences are reported between either the experimental and control groups or between O.E.O. and Title III children. For the final evaluation, principals, teachers, and parents assess the project's strengths and weaknesses through interviews. The format of the interviews and individual responses comprise more than half the report. Selected case histories illustrate the cooperation of staff members and community agencies. An evaluation of the performance of volunteers is included and a health services report states the number of types of services completed. Final recommendations for the 1969-70 preschool program complete the evaluation. (DR)

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Elementary and Secondary Education Act of 1965, Title III, P.L. 89-10

THREE YEAR EVALUATION and NARRATIVE REPORT

EXEMPLARY AND INNOVATIVE PRESCHOOL CHILD DEVELOPMENT DEMONSTRATION CENTERS

1966-1969

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August 22, 1969

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PART II

NARRATIVE REPORT

1. (a) The major objectives of the project as stated in the project proposal and the techniques used in evaluating the extent to which these objectives were achieved are:

First Objective:
To provide for the preschool child a wide variety of creative experiences which will enable him to better realize his maximum potential in future school life. Techniques to be used in evaluating the extent to which this objective was achieved:

A. Testing for the three year period covers these items:

1. First grade children who were in preschool in 1966-67 who are still in Title III schools and a randomly sampled control group of classmates have been tested on these instruments:

(a) Kindergarten Metropolitan Readiness Test
(b) Metropolitan Readiness Test
(c) Stanford Achievement Test
(d) American School Intelligence Test
(e) Teacher administered rating scale checklist

2. Kindergarten children, who were in preschool in 1967-1968, who are still in Title III schools and a random sample of classmates have been tested on these instruments:

(a) Metropolitan Readiness Test
(b) Teacher administered rating scale checklist
(c) Wide Range Achievement Test given to preschoolers only in 1967-1968, pre and post.

3. Preschool children currently enrolled in our program have been tested on the following instruments:

(a) Pre and post Wide Range Achievement Tests
(b) Social Behavior Checklist
(c) Communication Skills Checklist

B. Teachers' interviews in which the groups are evaluated for:

1. social growth
2. self-concept
3. language development
4. self-discipline
5. nutrition

C. Principals' interviews in which the above items are discussed.

NARRATIVE REPORT (continued)

1. (a) Continued.

Second and Third Objectives:
To involve parents so that they can better understand and assume their proper role in the child's development.

To strengthen family life. Techniques to be used in evaluating the extent to which these objectives were achieved:

A. Parent questionnaires.
   1. Questionnaires filled out by parents of currently enrolled preschoolers.

   2. Questionnaires answered during personal interviews with one-fourth of the parents of former preschoolers now in kindergarten and first grade in Title III schools. (Names were randomly selected.)

B. Principals' and teachers' evaluations of parent involvement.

A copy of the evaluation is included.

The cost in printing and distributing this evaluation will be approximately $300.00.

2. In the following areas results have exceeded expectations:

A. Parent involvement.
   More mothers are taking an active part in school activities as a result of having had children in our preschools than we expected. Principals and kindergarten teachers have observed that mothers of former Title III preschoolers come to school more often, ask more questions and work in P.T.A.'s, Mothers' Study groups.

B. Dramatic changes in individual children.
   We expected to see learning and social gains in children attending, but did not expect to see some of the extreme changes for the better, which are described in the project evaluation accompanying this narrative report under "Selected Case Histories of Title III Children."

C. Involvement of the community.
   1. Agency involvement--The degree of agency co-operation without Title III program has been greater than we expected, both in their willingness to refer families to us and their willingness

2. Involvement of the community.

C. 1. Continued.
to work with families we have referred to them. Detailed descriptions of this interaction are found in #4.

2. Volunteer involvement--This area has really been one of our greatest strengths with involvement described in detail in the project evaluation accompanying this narrative report under "Evaluation of Volunteer Program."

In the following areas results have not measured up to expectations:

A. Father involvement--In general our parent involvement has been mother dominated. Attempts to involve fathers through evening activities have not been successful. Other methods will need to be tried.

B. Recording and measuring of gains made by our children--Since our objectives are not behaviorally defined, we have not planned longitudinal research studies which measure behavior changes. The statistical data we do have and the interpretations we have made from it means less than it would had we defined our objectives behaviorally, created a sound research design at the beginning of the grant and collected our data systematically for the entire three year period. This does not mean that our children have failed to show gains; it means that we have not measured these gains as completely as we might have.

3. The greatest change in the Kalamazoo schools as a result of our Title III program has involved first, teacher attitudes. Principals in the five schools having had Title III rooms have observed an increasing acceptance of the preschool program by their staffs. Teachers in K through 6 are enthusiastic about the program, recommend it to families and say they can see a difference between the children who have been in preschool and those who have not.

Second, several innovations first tried in our preschools have now been incorporated into the other classrooms in Title III schools. These are:

A. Home calls--In one school all teachers make home calls during conference time. In another, kindergarten teachers make calls instead of having conferences with parents at school. In one school teachers are encouraged to make home calls after school. All Title III principals are now strong supporters of the involvement of the school in the child's home situation, feeling that the teacher cannot understand the child fully unless the home is visited.

3. Continued.

B. Student aides and teacher aides--The value of student and teacher aides in the Title III classroom has caused principals in some schools to use them in the kindergarten classrooms and in early elementary grades, wherever federal or special monies for this can be secured.

C. Parent acceptance of the Title III program--At first, in our program in some schools parents had to be talked into allowing their children to attend. Now they call us enrolling their children a year ahead. As of June 9, 1969 we have these numbers of prospective enrollees for September 1969:

Edison	13
Oakwood	16
Roosevelt	4
Vine	8

We have two enrollees for 1970-1971 already.

Parents have also begun to ask for more preschool centers at other schools besides the target schools involved in Title III. Preschool education sponsored by the school has become an accepted part of the community.

4. The community agencies which cooperated in the project and the results of such cooperation are:

A. The Kalamazoo Art Center. Children have visited the art center. A member of their staff has shown them how to mix clay and has demonstrated the use of the potter's wheel. The children have experimented with playing with clay and have gone on a tour through the center.

B. The Kalamazoo Public Library. All classes make frequent trips to the public library where the librarian reads to them. They have gone to the school libraries to choose books for their classroom. The librarians have selected suitable books for the children to read. The clerks in the materials centers in each school have contributed patterns for felt cutouts and have shown the teachers how to use the laminating machine in laminating pictures to be used by the children.

C. The Child Guidance Clinic. Through our arrangement with the clinic, children who exhibit emotional difficulties in the classroom are observed by our consulting psychologist, Dr. Robert Rodenhiser. A copy of the child's anecdotal records and his social history, taken by the home-school

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4. C. Continued.
coordinator, are sent to Dr. Rodenhiser. A case conference with the teacher, home-school coordinator, the director and Dr. Rodenhiser is held at which time future plans for the child are made. Testing at the clinic, intake interviews with the parents and physical and neurological tests for the child follow. The clinic then makes its recommendations regarding the child. He may be accepted as a regular client at the clinic or perhaps his doctor and the clinic will prescribe a psychic energizer to relax him. Ways of working with him in the classroom are discussed by the psychologist and the preschool staff. Close and continuing cooperation between the clinic and project staffs has been evident. The work of the clinic has been interpreted to the parents by the center staff so that their cooperation in handling their children effectively has increased. Dr. Rodenhiser is a member of the Title III Advisory and Evaluation Committee.

D. The Kalamazoo Nature Center. Our children have taken guided trips to visit the Nature Center to see the animals, the sun and rain room, the wildlife lookout point, the trees and other vegetation. The center also provides caged animals for all classrooms on a rotating basis. These animals stay in the room for a two week period, during which time the children can get acquainted with the animal, pet it, talk about its habits and watch it.

E. The Young Women's Christian Association. The youth director of the Y.W.C.A. presented a program on how to make inexpensive toys and how to select toys at the Lincoln Preschool Mothers' Club. One Y-Teen group has started booklets on play, weather and foods to give the children.

F. The Family Service Center. The services of the Family Service Center are available to parents of children enrolled in the Title III program. Three families have been referred to the Family Service Center for long term counseling. Its director is on our Title III Advisory and Evaluation Committee.

G. The Community Action Program - Office of Economic Opportunity. We have worked closely with the directors of the local community action program. One of their representatives is a member of our Title III Advisory and Evaluation Committee.

H. The Douglass Community Association. This agency has referred several children to us for enrollment in our program. Its assistant director is a member of our Title III Advisory and Evaluation Committee.

4. Continued.

I. The Kalamazoo County Department of Social Services. Caseworkers at the department have given us names of all their four year old clients and have referred several specific children to us. In one case the mother is expecting an illegitimate child, the children are poorly cared for and the mother seems increasingly unable to cope with the situation. With the cooperation of the caseworker, we arranged for enrolling both the four and five year old children in our program and providing transportation for them. We are working with the caseworker to ascertain the most effective ways in which to assist the mother and children. Miss Penne Havinga, a casework supervisor, is a member of our Title III Advisory and Evaluation Committee.

J. Kalamazoo County Aid to Dependent Children Volunteer Visitor's Association. This organization is composed of trained volunteers each of whom regularly visits a family which is receiving A.D.C. help. We work with the visitors in coordinating our efforts to help our families. The visitor may refer a child to us for enrollment and later arrange for transportation to parent meetings for the mother, check with the teacher about the child's progress, encourage the parent to see that the child comes to school regularly, and coordinate clothing efforts for the child with us. The chairman of the association is a member of our Title III Advisory and Evaluation Committee and a member of our new Volunteer Steering Committee.

K. The Kalamazoo County Probate Court Volunteer Visitor's Association. This organization is similar to the one described above except that its members deal with families which are under the jurisdiction of Probate Court. One child has been referred to us by a court visitor. We were able to enroll the child. The teacher and visitor have discussed ways in which they can strengthen the mother's confidence in her ability to handle the child and will continue to cooperate in working together for the family's welfare.

L. The Kalamazoo Academy of Medicine. This organization has cooperated with us in providing names of doctors for our physical examinations and in providing follow-up medical services.

M. The Kalamazoo County Health Department. Miss Betty Johnson, Assistant Supervisor of Nursery Services, as a member of our Title III Advisory and Evaluation Committee, has worked closely with our nurse to plan and carry out our blood test clinic, T.B. test clinic, hearing and vision clinics and arranged for needed immunizations. In December, 1967 a health services planning meeting was held at the County Health Department. Mrs. Virginia Reed, Director of Nursing Services, and Miss Johnson represented the department. Mrs. Hamminga, our nurse; Mrs. Martinez, our home-school coordinator; and Mrs. Patton, our director; represented our project. At this meeting, ways in

4. M. Continued.
which to meet the health needs of all our children while avoiding costly duplication of services were discussed. As a result of the meeting, Mrs. Hamminga and Miss Johnson went through the records of the Well Child Clinics and removed from the lists for our physical examinations all children who had been examined by the clinics in the last six months. As results of physical examinations and clinics are received by Mrs. Hamminga, material pertaining to Well Child Clinic clients is given to the health department. A record of all physically handicapped children in our program has also been sent to the department. The department, through its public health visiting nurses, has referred two children to our program.

N. The Constance Brown Society for Better Hearing Every child who does not pass his hearing screening test is referred to this agency for further testing.

O. Church Groups. Baptist, Methodist, Catholic, Congregational, Episcopal and Presbyterian church groups have donated clothing, mittens and have arranged for parties at Easter and Christmas for some of our children, as well as for gifts for them. Through the interest of Methodist volunteers we have organized our volunteer orientation program discussed below. We have furnished suggestions and counseling to Judson Baptist Church, which is planning a day care center.

P. Downtown Kalamazoo Association. Merchants in this organization have provided balloons and free treats in our trips downtown.

Q. Bronson Methodist Hospital. Trips through the hospital have been arranged for the children with the hospital staff cooperating in showing the children the laboratory and children's floor.

R. Girl Scouts of America. Girl Scouts have visited our classrooms, having made booklets and gifts for use in our classes.

S. Upjohn Company. The Upjohn Company has supplied free vitamins for our children to take every day. They have also taken our mothers on tours through the plant and have provided refreshments for us.

T. Volunteer Services Bureau. This agency has supplied us with names of interested volunteers.

U. Kalamazoo City Police and Fire Departments. Talks and demonstrations on safety have been given by both departments. Our groups have visited the police station and fire stations.

V. Michigan State University Extension Department. Extension aides, women hired to teach nutrition to families by actually going into homes and cooking, have really been a help to us. They assist in showing mothers how to clean house, how to schedule their time, how to mend, how to manage budgets and how to buy food wisely.

4. W. Cooperation of Area Merchants and Farmers. While not educational agencies in the literal sense of the term, area merchants and farmers have been more than gracious in their willingness to permit our children to tour their facilities. As of March 31, 1968 seventy trips had been taken to a wide variety of establishments, including a potato chip factory, Farmers' Market, flower shop, hardware stores, groceries, airport, fruit stores, railroad roundhouse, museum, produce company, pet shops, model train shop, farms, pumpkin patch and the Kalamazoo County Road Commission Garage.

Cooperation by various agencies listed above has been excellent, far exceeding our expectations. Every effort has been made to acquaint the various social agencies in Kalamazoo with our program and to follow through immediately on all referrals made to us. The coordinated efforts of various agencies to bring their particular resources to bear in meeting the needs of our children has been of great help to our families.

Local educational agencies which have been served by the project are as follows:

A. Kalamazoo Public Schools

1. Loy Norrix High School Future Teachers Club.
   This group planned a party and spent time with our children gaining valuable experience about teaching preschool children.
2. Central High School Future Nurses Club.
   The future nurses group spent time observing in one class, then made booklets on health habits which they presented to the children.
3. Special Education Aides.
   High school girls under the direction of Mr. George Slaughter, Special Education Consultant, work in each classroom every day on a half time basis. These students are paid for their work and are evaluated by their preschool teacher. They provide a valuable service to our program while they grow in job skills, poise and dependability.
4. Kalamazoo Schools Dental Technician.
   The technician has examined every child's teeth and has distributed toothbrushes, while explaining proper dental care to the children.
5. Kalamazoo Schools Diagnosticians.
   Special intelligence and language tests have been given to some of our children by the diagnosticians at the principals' requests.

B. Private Local Preschool Nurseries
The head teachers of a private cooperative nursery in Kalamazoo have observed in our classrooms, have received our handbooks and have been invited to some of our in-service training sessions.

C. Borgess Hospital School of Nursing
As of March 31, 1968 twenty-seven senior nursing students had visited in our classrooms observing the behavior and eating habits of the healthy four year old as part of their class in pediatrics.

D. Western Michigan University

1. Observation by Western Students. Many visits have been made by students from Human Growth, Creative Teaching and Introduction to Directed Teaching classes.
2. A research project comparing the full day Head Start preschool classrooms at Lincoln School and the half day Title III classes has been completed by Mrs. Jaquelyn Martinez as part of a Western Michigan University graduate class assignment.
3. Several graduate students observed the program and wrote term papers on language development in the preschool, using information from their observations.
4. Dr. Roger Ulrich, Professor of Psychology at Western Michigan University, met with staff members to discuss a possible operant conditioning oriented day care center and to get ideas from our program.
5. Dr. Robert Travers, distinguished professor of education, conducted a research experiment using preschool children from Edison and Oakwood schools.
6. Dr. Sara Swickard, Professor of Education at Western Michigan University, is a member of the Title III Advisory and Evaluation Committee.

E. Youth Opportunities Unlimited

A Title III aide has been working in our classroom at Lincoln School as part of her Y.O.U. training and a kindergarten aide has been placed at the Lincoln School with her salary paid out of Y.O.U. funds.

F. Division of Vocational Rehabilitation

Student aides have been placed in our classrooms in cooperation with D.V.R. and three kindergarten aides have been placed in Title III schools also, their salaries being paid out of D.V.R. funds.

G. Comstock Public Schools

A teacher from the Comstock Schools has observed our program.

H. Nazareth College

Students from Nazareth College have observed the program.

I. Parochial Schools

St. Monica Elementary School children have observed and have given a party for our children. The principal of the St. Joseph Catholic School is a member of the Title III Advisory and Evaluation Committee. She has observed our preschool classrooms, discussed the philosophy of the parochial schools and assisted us in planning our program to meet the needs of families whose children will later attend these schools.

J. Planned Parenthood, Incorporated

Material from this organization has been distributed to mothers at our mothers' meetings.

5. Project information has been disseminated through verbal discussions, letters, telephone calls, newspaper articles, speeches, copies of the Title III proposal and copies of the handbook. The nature of these requests have varied from that of educators desiring information on how the project operates to calls inquiring about enrolling a child.

   A. Information disseminated during entire three year period.
      1. Handbook describing the program and a manual for staff members on working with disadvantaged parents have been given to visitors on request. Total: 250 handbooks, 125 parent manuals
      2. Approximately 1,250 visitors have seen the program. They have come from Kalamazoo, other cities in Michigan and other states.
      3. Sixty formal talks and presentations have been given.
      4. Estimated costs for dissemination of project information is $400.00.

6. Application for a grant from a local foundation has been made. If accepted, money for four teachers would be provided. There will be no paid aides. Lunch will not be served but a high protein snack will be. It is felt that after a year of this "austerity" state aid for preschool programs may become a reality. Therefore, it is vital to continue the program next year, even with less money to operate it than is desirable. Detailed recommendations regarding the nature of next year's program are found in the evaluation under the heading "Recommendations for 1969-1970."

7. Total budget costs for the three year period covered by this narrative report are:

$ 373,796.00	Total cost.
$ 42,125.00	Total non-Federal support.
$ 331,671.00	Total Federal support under Title III, P.L. 89-10.
$ -0-	Total Federal support other than Title III, P.L. 89-10.

SECTION I

STATISTICAL DATA - TEST RESULTS
ENROLLMENT FIGURES

THE SECOND YEAR--A COMPARISON OF THE PRESCHOOL CHILD'S KINDERGARTEN PERFORMANCE WITH THAT OF A CONTROL GROUP

The Problem

There have been several years of preschool programs provided for children in the target area schools. To date there has been no evaluation of the preschool child's performance based upon the use of a control group. This study makes use of the techniques of a control group selected from the schools which are indigenous to the preschooler's neighborhood to determine if the preschool experience has had any impact upon the performances of the preschool child. While most educational studies employ the use of the null hypothesis as a device to deviate from, the null and research hypothesis of this study will be essentially the same. In this study, it is the aim of the program to bring the child who qualifies by reason of deprivation and poverty up to the same level as his more fortunate peer who was unable to qualify for this special kind of program.

Hypothesis

Therefore, the following hypothesis is offered for resolution:

1. There will be no significant difference on selected sections of the Metropolitan Reading Readiness Test between the experimental and control students in the study.

2. There will be no significant difference in the number of students who are rated average and above on the Student Rating Scale between the experimental and control students.

Method and Design

In the Kalamazoo Public School System all kindergarten students are routinely administered the Metropolitan Reading Readiness Test. The results for the copying, listening numbers, and the total test are compared for the experimental and control students.

The control students were selected randomly from all the kindergarten students who did not have a preschool experience. The schools used for the selection of the students were the same as the schools which have the preschool programs, namely: Edison, Roosevelt, Oakwood, and Vine Elementary Schools. The selection was done by means of a table of random numbers. The experimental students were those children who are at the above schools and who were in the preschool program. No attempt was made to follow those students who were in a preschool program who later moved to another school in the public school system.

The data were subjected to statistical analysis. The "t test for independent means" was used to determine the significance of the scores on the Metropolitan Test, while the chi square test was used to determine if any difference existed on the scores of the rating scale.

Results

The scores of the experimental and control groups on the Metropolitan Reading Readiness Test were examined statistically using the "t test for independent means." The results of this examination are shown on Table I.

TABLE I

RESULTS OF THE STATISTICAL COMPARISON OF THE PRESCHOOL KINDERGARTEN STUDENTS AND A RANDOMLY SELECTED CONTROL GROUP ON THE METROPOLITAN READING READINESS TEST

Sub-test	Control Mean	Experimental Mean	t Value	Alpha
Copying	4.82	5.75	1.550	NSD
Listening	9.11	10.01	1.701	.05*
Numbers	10.44	11.41	1.169	NSD
Total Test	46.57	50.10	1.167	NSD

* The analysis in this instance favors the experimental group at the .05 level. This is to say that results of the difference could occur by chance only five times out of one hundred.

The scale which was used to rate the students has six sub-sections: social, self-concept, language development, miscellaneous development, art and music. The rankings on the scale are above average, average and below average. Without exception there was no significant difference between the two groups on the scale.

Discussion

The purpose of a preschool program is to enable children from disadvantaged backgrounds to compete on a more even basis with their peers. They will not, of course, be able to compete with the students in the so called "best" schools in the community, however, they should be able to hold their own in the schools they do attend. The failure to reject the null, or no difference, hypothesis in this study is an indication of growth which is much greater than would be expected if these children did not have the advantage of the preschool experience.

THE PERFORMANCE OF FIRST GRADE STUDENTS WHO PARTICIPATED IN A PRESCHOOL PROGRAM COMPARED TO THE PERFORMANCE OF A CONTROL GROUP

The Problem

The problem is to determine if there are any residual positive effects of a preschool experience after two years. Further, can these effects be measured with any degree of accuracy in order to determine if the preschool experience was an effective tool to help the deprived youngster in his later school experiences.

Hypothesis

In an effort to determine if there is any significant difference in the performance, the following hypotheses are offered for resolution:

1. There will be no significant difference on the paragraph meaning, spelling, and arithmetic sections of the Stanford Achievement Test results between the experimental and control students.

2. There will be no differences on the measure of intelligence as measured on the American School Intelligence Test between the experimental and control group students.

3. There will be no difference on the attitude rating scale between the experimental and control students.

4. There will be no difference on the kindergarten administration of the Metropolitan Reading Readiness Test in the area of listening, numbers, and copying as well as the totals for the test between the experimental and control students.

5. There will be no difference on the kindergarten rating scale between the experimental and control students.

Method and Design

In this study all of the students who participated in the preschool program in the four centers, (Edison, Oakwood, Roosevelt, and Vine Elementary Schools) and who were still attending these schools are the experimental group. The control group students were selected from the balance of the first grade students in these schools who had not participated in the preschool experience.

During the month of May, 1969, both the experimental and control students were administered the paragraph meaning, spelling, and arithmetic sections of the Stanford Achievement Test appropriate to their level. The "t test for independent means" was used for the analysis of the data.

In January, 1969, all of the first graders in the Kalamazoo Public School System were administered the American School Intelligence Test. The results of this test were also examined statistically using the "t test for independent means."

A teacher constructed attitude rating scale was used by the teachers of both the experimental and control students in May of 1969 to determine if there were any discernable differences in attitudes between the two groups of children. The data from this scale was analyzed using the "t test for independent means."

The kindergarten records for the experimental and control students were used to obtain their scores for listening, numbers, and copying, as well as the total scores on the Metropolitan Reading Readiness Test. These scores were analyzed using the "t test for independent means" to determine if there was a significant difference between the two groups.

A rating scale was also administered at the kindergarten level. The results of this rating scale were also analyzed to determine if there was a significant difference between the two groups. The chi square test was used for this analysis.

Results

The results of the Stanford Achievement testing are shown on Table I below:

TABLE I
RESULTS OF THE STATISTICAL COMPARISON OF THE
PRESCHOOL FIRST GRADE STUDENTS AND A RANDOMLY SELECTED
CONTROL GROUP ON THE STANFORD ACHIEVEMENT TEST

Sub-test	Control Mean	Experimental Mean	"t" Value	Alpha
Paragraph Meaning	1.595	1.573	.286	NSD
Spelling	1.489	1.558	.863	NSD
Arithmetic	1.644	1.616	.385	NSD

The results on the Stanford Achievement Test would seem to indicate that there were no significant differences between the experimental and control groups.

The results of the American School Intelligence Test administration are shown below in Table II:

TABLE II
RESULTS OF THE STATISTICAL COMPARISON OF THE
PRESCHOOL FIRST GRADE STUDENTS AND A RANDOMLY SELECTED
CONTROL GROUP ON THE AMERICAN SCHOOL INTELLIGENCE TEST

Test	Control Mean	Experimental Mean	"t" Value	Alpha
American School Intelligence Test	97.95	99.26	.568	NSD

The analysis of the data for the American School Intelligence Test indicates that there is no significant difference between the experimental and control groups on the dimension of intelligence.

The results on the attitude scale are shown below on Table III:

TABLE III
RESULTS OF THE STATISTICAL COMPARISON OF THE
PRESCHOOL FIRST GRADE STUDENTS AND A RANDOMLY SELECTED
CONTROL GROUP ON AN ATTITUDE SCALE

Sub-Test	Control Mean	Experimental Mean	"t" Value	Alpha
Listening	14.32	15.15	1.445	NSD
Verbal Communication	10.87	11.65	1.950	Reject*
Initiative	13.94	14.94	2.236	Reject**
Self-Concept	14.72	15.82	2.304	Reject**
Interpersonal Relationships	14.34	15.04	1.620	NSD
Work Skills	6.92	7.18	.730	NSD
Total Test	75.63	79.20	1.447	NSD

* The null hypothesis must be rejected in this instance. The difference between the experimental and control is a significant difference. The difference favors the experimental group at the .05 level. This is to say that differences of this magnitude would be obtained by chance only five times out of 100 replications of the experiment.

**In both of these cases, the null hypothesis must be rejected. The difference in both of these cases favors the experimental group at the .025 level. That is to say that a difference this great could be obtained by chance only 25 times out of 1000 replications of this experiment.

The results of the kindergarten Metropolitan Reading Readiness Test are shown on Table IV below:

TABLE IV
RESULTS OF THE STATISTICAL COMPARISON OF THE
PRESCHOOL FIRST GRADE STUDENTS AND A RANDOMLY SELECTED
CONTROL GROUP ON THE METROPOLITAN READING READINESS TEST

Sub-test	Control Mean	Experimental Mean	"t" Value	Alpha
Listening	9.82	9.89	.157	NSD
Numbers	11.59	12.01	.513	NSD
Copying	6.19	6.30	.189	NSD
Total Test	49.58	51.24	.667	NSD

The results of the analysis of the data for the Metropolitan Reading Readiness Scale indicate that there is no significant difference in the performance of the experimental and control students.

The results for the kindergarten rating scale are shown on Table V below:

TABLE V
RESULTS OF THE STATISTICAL COMPARISON OF THE PRESCHOOL FIRST GRADE STUDENTS AND A RANDOMLY SELECTED CONTROL GROUP ON A KINDERGARTEN SCALE

Dimension	Chi Square Value	Alpha
Social	.268	NSD
Self-Concept	.050	NSD
Language Development	.122	NSD
Miscellaneous Development	.950	NSD
Art	.014	NSD
Music	.002	NSD

The analysis of the data for the kindergarten rating scale indicates that there is no significant difference on any of the dimensions which were examined.

Discussion

In the light of the hypothesis offered for resolution at the beginning of this paper, it would seem that the following would be true:

1. There was no significant difference on the paragraph meaning, spelling, and arithmetic sections of the Stanford Achievement Test between the experiemental and control groups.

2. There was no difference on the measure of intelligence as measured by the American School Intelligence Test between the experimental and control students.

3. There was no significant difference between the experimental and control students on the listening, interpersonal relationships, work skill, and total test scores on the rating scale which was administered during the month of May to these students. However, there were significant differences in verbal communication, at the .05 level, initiative and self-concept, both at the .025 level.

4. There was no difference on the kindergarten administration of the Metropolitan Reading Readiness Test in the areas of listening, numbers, and copying as well as the totals for the test between the experimental and control students.

5. There was no significant difference on the kindergarten rating scale between the experimental and control students.

The purpose of the preschool program was to have enabled children from disadvantaged backgrounds to compete on a more nearly even basis with their peers. They will not, of course, be able to compete with the students in the so called "best" schools in the community. On the other hand, they were able to compete with other students in their schools. The failure to reject the null hypothesis in this study is then an indication of more growth than could have been expected had these students not had this kind of experience.

AN EVALUATION OF THE O.E.O. AND TITLE III PRESCHOOL PROGRAMS IN THE KALAMAZOO PUBLIC SCHOOLS FOR THE SCHOOL YEAR 1968-69

For the past several years, the Kalamazoo Public School System in cooperation with the Office of Economic Opportunity has conducted both full- and half-day preschool programs in several of the target area schools. In addition, since the beginning of the 1967-68 school year a preschool program under Title III of the Elementary and Secondary Education Act has been in operation. The differences in the O.E.O. and the Title III preschool programs are slight. Chief among the differences has been the methods for the selection of the participants in the program. In all other respects the classroom programs for the individual children are quite similar. This study attempts to determine if the children who participated in the program exhibit any differences in behavior in areas which were not an integral part of the year's preschool experience. There is also a comparison of the two groups, O.E.O. and Title III, to see if there is a difference in their performance levels.

Hypothesis

It is hypothesized that as a result of the preschool experience:

1. There is no significant difference on the Wide Range Achievement Test on spelling, arithmetic, and reading between the pre- and post-test scores for the children in the program.

2. There is no significant difference in performance on the Wide Range Achievement Test in arithmetic, spelling, and reading between the Title III and the O.E.O. programs.

3. There is no difference in the word count on the pre and post observational tallies for these children.

Another area for investigation is the area of social competencies for these children. However, this area will not be subjected to a statistical analysis.

Method and Design

The Wide Range Achievement Test was administered to all of the children enrolled in the O.E.O. and the Title III preschool programs during the months of September and early October, 1968, and again during May of 1969. The results of the testings were subjected to analysis by the use of the "t for related measures" technique, without matching, to determine if any significant differences existed.

The word count portion of the study was conducted in the following manner: The teacher or aide in the preschool class made three different observations of each child's speech. During each observation she counted the number of words the child said during the five minute observation period. The process was repeated in the spring, and the totals for fall and spring were compared to see if any differences existed. Once again the "t for related measure" was used to analyze the data.

A similar technique was used to determine the social tendencies of the children. The teacher or aide observed the child for three five-minute periods to determine if any of the following occurred: parallel play, socialization, initiative, creativity, hitting, child didn't like anything, wouldn't share, sucked thumb, bit nails, shy, and cried easily. Each time one of the above behaviors was exhibited, the observer marked a tally beside the particular dimension of behavior. The measures were totaled for the pre and post group to determine if there were any differences in these areas in the pre and post observations.

Results

At the onset of the program, the mean scores of the participants were as they are shown on Table I below:

TABLE I
COMPARISON OF WIDE RANGE ACHIEVEMENT TEST SCORES
FOR PRESCHOOL PROGRAMS IN SEPTEMBER AND AT THE END OF THE SCHOOL YEAR

	Pre-Test Mean	Post-Test Mean	Growth
Reading	Pre-kindergarten 1 month	Kindergarten 0 months	+9 months
Spelling	Nursery school 7 months	Pre-kindergarten 9 months	+11 months
Arithmetic	Pre-kindergarten 0 months	Kindergarten 0 months	+10 months

In the fall when the program started, the mean scores of the participants were as follows: reading--1 month in pre-kindergarten, spelling 7 months in nursery school, and arithmetic 0 months in pre-kindergarten. The scale in this particular test goes from 5 months in nursery school to 9 months in second grade. At the completion of the preschool experience, the following scores were obtained: reading-0 months in kindergarten, a growth of 9 months; spelling- pre-kindergarten 9 months, a growth of 11 months; and arithmetic-0 months in kindergarten, a growth of 10 months.

The results of the testing were subjected to a statistical comparison by using the "t test for related measures" to determine if there was significant growth for the children who were involved in the program. The results for the total study in reading, spelling, and arithmetic indicate that the growth was significant at the .0005 level. This means that in only five times out of ten thousand could there have been this much growth by chance alone. Most educational studies aim for the .05 level of significance as their target to determine significant growth.

The comparison of the O.E.O. and Title III programs are shown on Table II below:

TABLE II
COMPARISON OF THE WIDE RANGE ACHIEVEMENT TEST SCORES
FOR O.E.O. AND TITLE III PRESCHOOL PROGRAMS
IN SEPTEMBER AND AT THE END OF THE SCHOOL YEAR

	O.E.O. Post-test Mean	Title III Post-test Mean
Reading,	Kindergarten 0 months	Kindergarten 0 months
Spelling,	Pre-kindergarten 7 months	Kindergarten 0 months
Arithmetic,	Pre-kindergarten 8 months	Kindergarten 1 month

The analysis of this data indicates no significant difference in reading scores. However, the analysis of the spelling and arithmetic scores indicate a difference at the .005 level for both areas. This difference is highly significant.

The results for the word count tallies for the pre and post tabulation are as shown on Table III:

TABLE III
DIFFERENCES IN FREQUENCY COUNT IN WORDS USED DURING OBSERVATION IN SEPTEMBER AND AT THE END OF THE SCHOOL YEAR

Pre-Observation Mean	Post-Observation Mean	"t" Value	Alpha
10.31	14.55	7.866	reject*

* The value of "t" obtained is significant at the .0005 level, favoring the post observations. This means that in only five times out of ten thousand could there have been this much growth by chance alone.

The data which was subjected to analysis is based on a pre and post analysis of the same children. It would be helpful to have had a control group of youngsters for the purpose of determining just how much growth in verbal fluency does occur in nine months in a four-year-old child. However, it is interesting to note that the difference between the pre and post observations was highly significant at the .0005 level.

The social competencies of the children were examined and the results are shown on Table IV below:

TABLE IV
FREQUENCY OF VARIOUS BEHAVIOR DIMENSIONS IN SEPTEMBER AND AT THE END OF THE SCHOOL YEAR

Dimension	Pre-Test	Post-Test	Difference
Parallel play	306	273	-33
Socialization	318	436	+118
Initiative	351	431	+80
Creativity	277	327	+50
Hitting	33	46	+13
Doesn't like anything	4	17	+13
Won't share	49	26	-23
Sucks thumb	20	20	0
Bites nails	6	11	+5
Shy	87	64	-23
Cries easily	24	33	+9

The data in Table IV were not subjected to a statistical analysis. They are merely presented to show the difference in the various behaviors in the fall and in the spring. These data were first classified by morning and afternoon preschool groups to determine if there was a difference in the behavior of children in the morning and afternoon. The only differences seemed to be that morning children sucked their thumbs more while afternoon children bit their nails more. However, this is not to say that the differences were significant or that this behavior is atypical from that of any group of four-year-old children.

The results by school as well as large groups are given in Table V which follows:

TABLE V

School	Class	READING Pre Test Mean	READING Post Test Mean	READING T-Value	READING Level of Significance	SPELLING Pre Test Mean	SPELLING Post Test Mean	SPELLING T-Value	SPELLING Level of Significance	ARITHMETIC Pre Test Mean	ARITHMETIC Post Test Mean	ARITHMETIC T-Value	ARITHMETIC Level of Significance
Oakwood III	AM	65.93	84.06	3.995	.005 Post	46.12	86.25	10.802	.0005 Post	45.62	87.56	7.019	.0005 Post
Oakwood III	PM	75.35	90.71	6.229	.0005 Post	64.78	94.42	6.467	.0005 Post	67.14	95.85	6.040	.0005 Post
Vine III	AM	67.41	86.08	4.523	.0005 Post	67.58	92.58	5.150	.0005 Post	66.33	89.75	4.841	.0005 Post
Vine III	PM	72.66	87.53	5.251	.0005 Post	51.20	91.06	5.293	.0005 Post	55.13	88.13	5.185	.0005 Post
Lincoln (Salter)	OEO Full	51.33	85.15	5.716	.0005 Post	43.69	81.61	6.821	.0005 Post	59.33	80.81	5.995	.0005 Post
Lincoln (Wylie)	OEO Full	52.18	80.12	5.318	.0005 Post	39.56	80.68	6.706	.0005 Post	48.06	75.62	4.233	.0005 Post
Lincoln (Garcione)	OEO AM	65.21	83.78	5.574	.0005 Post	53.21	69.57	3.835	.0005 Post	60.50	79.57	8.214	.0005 Post
Lincoln (Garcione)	OEO PM	58.18	86.09	6.033	.0005 Post	48.81	67.63	4.524	.0005 Post	50.27	74.36	5.124	.0005 Post
Woodward (Glidden)	OEO AM	66.00	78.64	1.740	NSD*	47.28	67.50	3.546	.005 Post	52.57	72.28	3.410	.005 Post
Woodward (Glidden)	OEO PM	68.40	82.90	2.595	.025 Post	54.2	73.0	4.600	.0005 Post	59.9	72.4	2.451	.025 Post
Edison	AM	3	68	14.391	.0005	22.0	59.0	4.984	.0005 Post	38.07	73.21	7.187	.0005 Post
Roosevelt	AM	73.83	76.25	.488	NSD	37.91	74.16	8.524	.0005 Post	49.25	75.50	3.409	.005 Post
Roosevelt	PM	74.58	86.16	2.497	.025 Post	43.75	87.58	6.137	.0005 Post	54.25	92.66	6.747	.0005 Post
Edison	PM	16.71	75.78	8.456	.0005 Post	60.92	76.50	2.300	.025 Post	55.0	81.71	3.770	.005 Post
System Totals	--	57.26	82.14	13.93	.0005 Post	48.40	78.94	18.122	.0005 Post	54.09	81.59	17.605	.0005 Post
O.E.O. VS Title III	--	III 81.86	9 mos. OEO 82.55	.394	NSD	III 82.72	11 mos OEO 73.65	2.786	III .005	III 85.58	10 mos OEO 76.01	3.118	.005 Favoring Title III

* No Significant Difference

Discussion of Results

This study was designed to determine if a child development program with little or no emphasis on academic areas would produce any gains in areas which are purely academic in nature. In the light of the hypothesis presented for resolution, it would seem that:

1. There was a significant gain in spelling, reading, and arithmetic scores in a program which was non-academic in nature. The gain was at the .0005 level of significance.

2. There were differences in the O.E.O. and Title III children. In arithmetic and spelling the differences were at the highly significant .005 level. There was no significant difference between the O.E.O. and the Title III children in the area of reading.

3. There was a significant difference (.0005) in the word count of the sentences, etc. the children used at the beginning and at the end of their preschool experience.

4. While there was no attempt to perform a statistical analysis on the social behavior dimension area, for the most part there was a decrease in the more negative behaviors while there was an increase in the more positive aspects of behavior.

ENROLLMENT FIGURES SUMMARY

A total of 148 Title III preschoolers were enrolled in the 1966-67 program.

114 spent the full year in preschool.

12 left before the end of the school year, after spending one to eight months in the program.

22 enrolled late and spent from one to seven months in the program.

As of June 1969

66 were in first grades in Title III schools

30 were in first grades in other Kalamazoo public schools

5 were in pre-first grades

2 were in special education programs

4 were in parochial schools in Kalamazoo

1 had spent two years in preschool and had moved out of town while in kindergarten

9 had spent two years in kindergarten

31 had moved out of town

SECTION II

FORMAT USED IN INTERVIEWING PRINCIPALS

INTERVIEWS WITH PRINCIPALS

FORMAT USED IN INTERVIEWING TEACHERS

INTERVIEWS WITH TEACHERS

INTERVIEWS WITH PRINCIPALS AND TEACHERS

For the final evaluation each principal and teacher was interviewed using an instrument designed to give a clear picture of their assessment of the project's strengths and weaknesses. Mrs. Jaquelyn Martinez was the interviewer.

Principals interviewed were Mr. David George, Roosevelt School; Mr. Roderick Hill, Edison School; Miss Grace Potts, Oakwood School and Mr. Lawrence Wells, Vine School.

Teachers interviewed were Mrs. Suzanne Frazier, Mrs. Lynn Phillips, Mrs. Marilyn Richmond and Mrs. Jeanne Williams.

Interviews do not appear in the order given above to protect the anonymity of the respondents.

(Format used in interviewing principals)

TITLE III EVALUATION

INTERVIEWS WITH PRINCIPALS OF TITLE III SCHOOLS

I.

Introductory Remarks: For three years there has been a Title III preschool room at _____ School. During this time you have been connected with the program as a building principal involved with preschool staff, parents and children and as a member of our Title III Advisory and Evaluation Committee. Your opinions about the worth of this program and your suggestions for ways of continuing the program are needed for our final evaluation. We would appreciate your comments on the following questions:

A. Academic Achievement:

1. Have the academic levels of your kindergarten and first grade children improved since the inception of the Title III preschool?

2. If any improvements have been noted, in what ways are they related to the existence of the preschool program?

3. Could greater academic achievement be effected through changes in our preschool program?

4. If so, what are these changes?

B. Language Development:

1. Has the language development of your kindergarten and first grade changed for the better since the inception of the Title III preschool program?

2. If any improvements have been noted, in what ways are they related to the existence of the program?

FORMAT IN INTERVIEWING PRINCIPALS (continued)

B. Language Development: (continued)

3. Could superior language development be effected through changes in our preschool program?

4. If so, what are these changes?

C. Social-Emotional Growth: Self-Concept, Self-Discipline and Independence:

1. Has the existence of the Title III preschool program brought about any observable beneficial changes in the above named areas of your kindergarten and first grade students?

2. Do you feel these changes are related to the preschool program? If so, how?

3. Could the preschool program be improved to effect greater changes in these areas?

4. If so, how?

D. Health, Physical Well-Being and Nutrition:

1. Has the health component of the Title III program brought about any observable beneficial changes in this area in your kindergarten and first grade children?

2. If so, how are they related to the preschool program?

3. Could the health component be improved to effect greater changes in these areas?

4. If so, how?

FORMAT IN INTERVIEWING PRINCIPALS (continued)

E. Parent Involvement:

1. Have you observed any changes in parental attitudes during the last three years toward your school?

   a. Parents more friendly toward school.

   b. Parents more willing to take part in school activities.

2. To what extend do you credit any of these changes to our parent involvement component?

3. What changes in our program could effect greater parent-school involvement?

F. Volunteer Services:

1. What is your opinion of the Title III volunteer component?

G. Staff Reaction:

1. In general, what is the feeling of the staff toward the preschool?

2. Do your kindergarten and first grade teachers favor its continuance?

3. Has the existence of the preschool room caused any problems with your staff?

4. How do you feel about continuing the program?

FORMAT IN INTERVIEWING PRINCIPALS (continued)

II.
Tentative plans for next year include reducing the services offered by the preschool program. There will be no director, home-school coordinator, permanent substitute, nurse, or paid aide. Lunch will not be served. However, various ideas have been advanced so that other ways of providing these services can be utilized. Would you please react to these and add any ideas of your own.

A. Complete integration of the preschool room into the school, including resource teacher and consultants in special subjects, use of nursing services and social worker, with the principal responsible for all.

B. Use of volunteer aides on a regular day-to-day basis to replace the paid aides.

C. One day each month or every two weeks set aside with no preschool classes so teacher can take part in preschool parent meetings and/or home calls.

INTERVIEW WITH PRINCIPAL

I.

A. Academic Achievement

The academic achievement of our kindergartners and first graders improved definitely and the gains made by certain specific children have been observable. These changes are related to the preschool program in that readiness has been provided in the preschool. Achievement has also been helped by the preschool's emphasis on regular attendance with concern for the child's prompt arrival at school. This orientation of mothers to recognize the time element has fostered consistency in getting children to school on time.

I can see no need for any changes in the current program. We have an excellent teacher who understands what is needed in kindergarten. Her knowledge of human growth and development enables her to foster optimum academic growth in her preschool program.

B. Language Development

In a general way, I feel that the language development of our kindergartners and first graders has changed for the better because of the conversation provided in the preschool, the undivided attention of the preschool staff when children speak and the low adult-child ratio of the classes. Certain specific examples stand out. For instance, one child comes from a home with a non-reading father, a barely literate mother and older siblings who have had difficulty reading, yet after attending preschool he is reading very well.

The effective use of films, trips, the materials center and other resources by the preschool staff has contributed to the language development of our children.

C. Social-Emotional Growth: Self-Concept, Self-Discipline, and Independence

Our kindergarteners and first graders enjoy school. They like to come to school. Out of sixty kindergarten children this year we are considering only one for retention; and this is because of his need for placement in an Educable Mentally Handicapped room when there is space. Since thirty of these children have been in the preschool, we credit it with the growth in the above areas.

There will be no retentions in first grade. It seems to me that the teacher is the crux of the entire situation here. She must be secure, mature and compassionate. We have such a teacher who, in addition to these qualities, has the ability to bring out the best in her staff, to make them shine. I can see no needed changes to improve growth in the above areas at this school because I know that our preschool staff is doing everything just right.

D. Health, Physical Well-Being, and Nutrition

It is difficult to assess growth in these areas by measurable ways. Our children still get communicable diseases and miss school because of them. However, I feel that the health services and vitamins have been helpful.

INTERVIEW WITH PRINCIPAL (continued)

E. Parent Involvement

Parents now seem more willing to take part in activities involving their children. They walk to school with their nursery children and then volunteer time to help in the materials center. Two of our preschool parents are helping in our spring pre-kindergarten clinic; and the chairman is a preschool parent.

We are going to send letters to all the preschool mothers asking them if they will give half an hour or an hour to work with six to eight year olds in the Educable Mentally Handicapped room. We expect a good response on this because of the fine cooperation between home and school.

This year, for the first time, our kindergarten teachers held their conferences in the home. All the parents favored this and the teachers were enthusiastic. Our experience in the preschool with home calls laid the groundwork for this.

F. Volunteer Services

I have no objections to the volunteer services and feel that they are useful from a public relations standpoint.

G. Staff Reaction

The staff has accepted the preschool with enthusiasm. An unmarried student aide who became pregnant was assisted in many ways by understanding staff members.

The kindergarten and first grade teachers definitely favor the continuance of the program.

I have no doubts about continuing the program. I am heartily in favor of it.

II.

A, B, C. Complete Integration, Use of Volunteer Aides, Parent Meetings and/or Home Calls

For next year I favor complete integration of the preschool program into the school. Volunteer aides will be very helpful, if the teacher desires them. However, I feel she should make this decision, not anyone else. Time for home calls and parent meetings should be arranged because of their importance.

I would like to see the vitamins continued and the snacks. Also, I hope that arrangements for dental, eye and hearing screenings can be made.

INTERVIEW WITH PRINCIPAL

I.

A. Academic Achievement

Since this is my first year as principal here my observations are based on this year's preschool group. I definitely feel that these children will be better able to achieve next year because of their preschool experience. I do not believe that the program could be improved along academic lines.

B. Language Development

It is difficult to answer this, but the children seem to be more verbal than they were in the fall. I don't feel there are any changes needed in the way the language development program is carried out.

C. Social-Emotional Growth: Self-Concept, Self-Discipline, and Independence

The children are more mature and have a better feeling about themselves. Every effort is made at the present to see that the children's social and emotional growth is fostered.

D. Health, Physical Well-Being and Nutrition

A comparison of health records might give an indication of how much the health and nutrition program is helping. It is hard to observe changes, but the children certainly enjoy their food and are eating very heartily. I can see no need to change the current health program.

E. Parent Involvement

Parents of former preschoolers have a better feeling toward the school. They feel freer to come in the classrooms. However, there is still not enough parent participation in the school. I believe very strongly in importance of home calls in making parents feel good about school, which, after all, represents authority to many parents. Our preschool parent involvement this year has been excellent because of our teacher.

F. Volunteers

I think volunteers perform a useful service especially if they are like ours--dependable and involved in the preschool program.

G. Staff Reaction

The staff accepts the preschool program very well with kindergarten and first grade teachers favoring its continuance. As far as I know, no problems have arisen because of the existence of the preschool classroom in our building. I am definitely in favor of continuing this program next year.

II.

A. Complete Integration Into the School

If the different departments are agreeable to this, I am too.

INTERVIEW WITH PRINCIPAL (continued)

B. Use of Volunteer Aides

I prefer paid aides, but if we absolutely cannot get them, if volunteers are willing to serve let's use them. I would like to keep the same ones if possible and feel that training is most important for new volunteers.

C. Parent Meetings and/or Home calls

Home calls come first. One half day each week should be set aside for them. As mothers get to know the teacher, they will feel more confident about coming to school. Let us use mothers as volunteers to strengthen the relationship between home and school.

INTERVIEW WITH PRINCIPAL

I.

A. Academic Achievement

The academic achievement of our kindergarteners and first graders has improved, although it is difficult to say how much of this improvement has been the actual result of Title III because of the variables involved. Test results may not show any significant differences between Title III kindergarteners and non-preschool kindergarteners. However, since Title III tried to select those children most in need of help for its preschool classes, the very fact that these children are now achieving equally speaks well for the program. Who knows how much farther behind these children might have been had they not been in Title III? Each child is, of course, different also, so that in evaluating academic growth we cannot rely too heavily on test data. Certain particular examples come to my mind--a child who without preschool would have had to have his mother sit with him all day in kindergarten, as she did with his sister, is one example. Title III freed this child to learn.

We might be able to increase academic achievement if we were to use a reading readiness program in the preschool, but at a price to our other preschool goals. Positive self-image and how to get along with others could be disturbed by too much emphasis on reading, etc.

B. Language Development

The most noticable change in kindergarten and first grade language development has been reflected in the increased verbalization and outgoingness of the Title III children, which in turn has spread to their non-Title III classmates. They are not shy; they want to be noticed; they talk to visitors who enter the room. Before we had a Title III room more of our children were shy and not acclimated to school.

I don't know if superior language development could be effected through changes in our preschool program. It depends on the group of children, I suspect.

C. Social-Emotional Growth: Self-Concept, Self-Discipline, and Independence

I feel that the academic growth of our kindergarten and first grade children has improved because of their improved self-concept. Our children have learned how to get along with others, how to take part in group activities, how to accept themselves as they are and how to be aware of themselves as important people.

I can think of no change needed in fostering these areas of development.

D. Health, Physical Well-Being and Nutrition

Diseases or needed health repairs have been caught much earlier and more completely by this program than would have been possible otherwise. In order to learn children must be healthy.

The only change I can suggest here would be to involve the preschool children in a school breakfast program in the event lunches are dropped from the program for budgetary reasons.

E. Parent Involvement

Parents with children in the preschool have talked to me about their concerns on kindergarten staffing. The fact that they feel free to talk about it shows that they feel more involved in the school.

The same parents who took part in school activities before continue to do so. One reason for this is that the P.T.A. has not included a preschool parent on its board. As a result, the excellent parent involvement of the preschool year has dissipated when the children start regular school.

F. Volunteer Services

I have been very satisfied with the contributions made by our volunteers.

G. Staff Reaction

The staff has changed its outlook. It has far greater understanding of the home situation and how it affects the child. The staff has learned to get out and see the kind of homes children live in. Staff members now are far less damning of a child because he has his problems, not the ones they think he should have.

I wish the school time schedule allowed for more leeway in having the staff observe the program. Kindergarten and first grade teachers favor the continuance of the Title III program. I most heartily favor its continuance in an expanded way. Every child should have the opportunity to take part in this program.

II.

A. Complete Integration Into the School

For the next year I feel that complete integration of the preschool program into the building will be possible, but that such consultants as the resource teacher will be able to spend only a short time with preschool, since they are already spread too thin. I would like to see the jobs of aide, home-school coordinator and nurse be kept, since each performs an important service.

B. Use of Volunteer Aides

If our volunteers next year are the same ones we have now, fine--let's continue them. But we should also continue the volunteer meetings and should continue to involve the coordinator of volunteers in the Title III advisory and evaluation committee meetings next year. I believe it is very important to keep this committee as a pressure group to help coordinate the preschool program and to see that arrangements are made for it to continue.

Whether we can maintain our excellent volunteer program without the home-school coordinator I don't know.

INTERVIEW WITH PRINCIPAL (continued)

Further Comments:

The school nurse will not have time to oversee the preschool health program, especially in our target area schools. If this responsibility is given to her, a minimum of half a day each week should be added to her schedule for preschool with the time designated just for this.

If money is a factor, the lunch program can be eliminated, although ways for funding it federally should be investigated.

We should continue to have two sections of the preschool room. Preferably, we'd prefer to have two rooms with four sections, since we have children to fill them.

Separate parent meetings for preschool parents should be continued--perhaps every other month. I hope the co-op students will be kept next year and I hope we can continue the trips, but only if we can get money from private sources. To use school money for this would be unfair to our kindergarten through sixth grades.

INTERVIEW WITH PRINCIPAL

I.

A. Academic Achievement

It's hard to say if the academic achievement has improved. One would have to go by the testing and judging from this, children who were in our preschool tested far better than their siblings who were not in the program. These siblings hadn't made progress at all, but all but two preschool "graduates" have done well in reading, being in the top and middle groups. In the past, many children in this area of the city have had a low "gumption quotient." They felt inadequate. This has been a problem. But the children who attended preschool have a high "gumption quotient."

I feel a wide background in many experiences is preferable to stressing academic work in the preschool. The important thing is to teach the children how to listen and to keep the children's interest. If children turn you off you've had it--you've lost them. Children learn to comprehend because of their preschool experiences.

B. Language Development

Fewer children now need to see the speech teacher than before. Children who attended preschool speak better than the children who didn't go. They verbalize more, also.

I can think of no changes to make in language development. The way it is done in the preschool is the natural way to do it.

C. Social-Emotional Growth: Self-Concept, Self-Discipline, and Independence

Self-concept is very much improved with resulting enthusiasm toward learning. Growth in self-discipline is harder to assess. Since an effort has been made to enroll serious problem children in our program there has not always been a great deal of change. However, early diagnosis of problems by the Child Guidance Clinic has been helpful in identifying problems. Many of the children are quite well disciplined, however.

The children's independence has definitely improved. One can see that. There have been no children crying in kindergarten for the last two years. Kindergarten children no longer cling to their mothers at the beginning of the school year. They are used to school on the first day and proud of their work.

D. Health, Physical Well-Being and Nutrition

I can't see much change here. One child in a very dirty family was taught to take a bath and still does every day, according to his mother. But the rest of them are still filthy. I would like to see some way of stressing cleanliness in dirty homes, but I don't know how to do it.

INTERVIEW WITH PRINCIPAL (continued)

E. Parent Involvement

Our biggest change of all is in parents' attitudes and feelings toward the school. No one speaks poorly of nursery school now even if they don't have children in it. Some of our parents were originally very hostile to the nursery. Now they are willing to come to the P.T.A. meetings and to Mothers' Study. They now feel friendly to the school. One mother now feels free to come to the school to complain about her older children's problems. There was a time when she would not have anything to do with the school, so I consider this progress.

F. Volunteer Services

I am very pleased with the volunteer services. In general, volunteers should not come from the neighborhood and should be carefully screened.

G. Staff Reaction

One staff member questions the need for the preschool program and has been somewhat jealous of the materials purchased for the preschool room with federal funds. The secretary has been very hostile and has refused to do work for the program because she says it isn't her job. This has made our preschool teacher's job more difficult. Other staff members, however, have been very enthusiastic and helpful toward the program.

I definitely favor continuing the program.

II.

A. Complete Integration Into the School

These ideas sound good and we could use our nurse, but the social worker would be too busy to help.

B. Use of Volunteer Aides

Use of volunteers on a daily basis is fine, but not from this neighborhood.

C. Parent Meetings and/or Home calls

Once a month ought to be enough for home calls and/or parent meetings. Home calls are very important and must be continued.

Other Suggestions and Comments:

Parents, those who could afford it, have indicated that they would like to pay a small weekly fee. This could help to pay for trips, also. Another suggestion would be for the teacher to work half time, if she chose, with resultant saving in salary.

(Format used in interviewing teachers)

TITLE III EVALUATION

INTERVIEWS WITH TEACHERS OF TITLE III SCHOOLS

I.

Introductory Remarks: In the ____ years you have been a Title III preschool teacher, you have had many opportunities to observe the effect of preschool on your children. Your opinion about the program is important in our overall assessment of it as we end the three year grant period. We would appreciate your comments on the following questions.

A. Academic Readiness:

1. Do you feel that the preschool experience has prepared your children for kindergarten? Do you feel that they are more academically ready than children who have not attended?

2. If so, how?

3. Could changes in the preschool curriculum strengthen their readiness more?

4. If so, what changes?

B. Language Development:

1. Have you observed growth in the children's language development as the result of the preschool experience?

2. If so, please describe the nature of this growth.

3. Could the language component of the program be changed to effect greater growth in language development during the preschool year?

4. If so, how?

FORMAT IN INTERVIEWING TEACHERS (continued)

C. Social-Emotional Growth: Self-Concept, Self-Discipline and Independence:

1. If you have observed growth in these areas as a result of our program, would you please describe it.

2. What changes might be made in the program to further increase growth in these areas?

D. Health, Physical Well-Being and Nutrition:

1. Has the health component of the Title III program brought about any observable beneficial changes in this area in your children?

2. If so, what are these changes?

3. Have you suggestions for any improvements in the health program to effect greater changes?

E. Parent Involvement:

1. Have you observed any changes in the attitudes of Title III parents during the time you have been teaching in the Title III program?

   a. Parents more friendly toward school

   b. Parents more willing to take part in school activities

   c. Parents more skilled in working with their children

2. To what extent do these changes reflect the parent involvement component of the Title III program?

3. Do you feel the efforts to involve parents could be improved. If so, how?

F. Volunteer Services:

1. How do you feel about the use of volunteers in the classroom.

FORMAT IN INTERVIEWING TEACHERS (continued)

II.
Tentative plans for next year include reducing the services offered by the pre-school program. There will be no director, home-school coordinator, permanent substitute, nurse, or paid aide. Lunch will not be served. However, various ideas have been advanced so that other ways of providing these services can be utilized. Would you please react to these and add any ideas of your own.

A. Complete integration of the preschool room into the school, including resource teachers and consultants in special subjects, use of nursing services and social worker, with the principal responsible for all.

B. Use of volunteer aides on a day-to-day basis to replace the paid aides.

C. One day each month or every two weeks set aside with preschool closed so teacher can take part in preschool parent meetings and/or home calls.

INTERVIEW WITH TEACHER

I.

A. Academic Readiness

Yes, I believe the preschool has prepared our children for kindergarten and first grade. The most important thing it has done is to enable them to verbalize their feelings and to respond, which they have trouble doing without preschool. I can't think of any needed changes here.

B. Language Development

The children respond much more because of being listened to. There has been much maturation in the way language is used by the children. I see no need for changes.

C. Social-Emotional Growth

As far as self-image goes, with one or two exceptions, all of the children feel like worthy, contributing members of the group. They are more outgoing.

Most have learned self-control from within. It does not have to be externally exposed.

There is a big area of improvement in independence. We do nothing for the child that he can do for himself. The children now dress themselves, clean up their own spilled milk and in general take care of themselves.

D. Health

The children eat a great deal. I assume this means they have inadequate food at home. They have been increasingly willing to try new foods and to enjoy a greater variety of foods. Eating together provides a social experience, also. Table manners appropriate to three year olds are stressed. Only three children still don't chew their food. One of these cannot because of his poor teeth. The snack is very good for the afternoon group and supplies needed protein.

I feel the physicals are almost a waste of money, since they could have an equally good physical at the preschool clinic.

E. Parent Involvement

Parents are much more involved because of home calls. They are better acquainted with the teacher because of the home calls and this relationship as friends can be developed to involve parents in school activities. Parents' visits to school have helped them see how other preschool children act. In many cases this has relieved their concerns about the normal behavior of their children. Sometimes they have been able to see that compared to the other children their children have problems which heretofore they refused to recognize.

I wish I knew the answer to this question of improving parent involvement. Part of the secret perhaps lies in letting parents bring all their children when they come to P.T.A. and in having potluck dinners before meetings. Ten of

E. Parent Involvement (continued)

our parents took part in the school's family fun night. I was very pleased about this. In talking with parents I have stressed P.T.A. meetings because I believe the preschool should be considered part of the school community. Attendance at evening activities has been better than attendance at daytime activities.

F. Volunteer Services

Volunteers have been very helpful. Much, however, depends on the volunteer. I feel the flexibility of allowing the volunteers to bring their small children is excellent.

II.

A. Complete Integration Into the School

This sounds fine, but I hope we do not have to lose our paid aides.

B. Use of Volunteer Aides

If we have volunteer help on a daily basis, I feel it will be difficult but using them will be important both for them and for us. I do not feel we should lower the number of children enrolled in the program under fifteen because of interaction between children. One cannot develop real group feeling with too few children.

C. Parent Meetings and/or Home calls

One day of released time each week sounds like too much. I don't like to call without a reason. Once a month seems like often enough to me. I like to average two or three visits per family each year unless there are problems.

Other Suggestions and Comments:

Mothers from school can be used as volunteers. Some have offered to pay tuition, which could be considered in some cases. Trips with Head Start classrooms could continue with Head Start paying for the bus.

Tests and Paper Work--I felt the fall observations on the children were very valuable to me as a teacher. I do not feel the post observations were valuable. I also doubt if the WRAT tells much, but I suppose something has to used.

Reaction of School Staff--Everyone has been extremely helpful and cooperative.

INTERVIEW WITH TEACHER

I.

A. Academic Readiness

The children are more ready but they need more of the same type of experiences. They have learned to count and to recognize the letters in their names and so forth. They have learned to reason and to relate.

I believe we are doing what we should be doing. We could force the children to sit still, etc., but the children would learn to hate school if we did. Why defeat our purpose this way?

B. Language Development

I feel that there has been a great deal of growth here. For example, today we made a playhouse out of a packing box. In the course of doing this we discussed many concepts:

Is the roof peaked or flat?
How many kinds of fire does one find in a house?

One child went home, toured his house with his mother and reported that he found fire in the furnace, candle, stove, fireplace and oil lamp.

We planted seeds. Then we discussed where carrots grow. How do carrots differ from apples? How are they similar? This led to a discussion of differences and similarities between plants and animals. In every experience our children have at school we try to verbalize, to give them the words they need to describe their experiences. They have learned a great deal from this. I don't believe there is anything more than we can do in language development.

C. Social-Emotional Growth

Our children start the year by settling their differences by fighting. They go from this to crying and tattling. While this may not seem ideal, it represents progress. It is a step in the right direction. When the child tattles we ask him, "Why are you telling me? Go tell Bobby. Talk to him." This teaches the child how to resolve his own problems and certainly increases his independence and ability to discipline himself.

Many of our children now go to school alone, exercising knowledge of the area. At school they know the routine and know what activity follows. They self select their toys, dress themselves and try to tie their own shoes, etc. They are gaining in this all the time.

In self-concept we have tried to instill the fact that one doesn't always have to know the answer. The child is here because he doesn't always have the answer and in a group it's O.K. not to know it. We as adults say, "I don't know," when we don't and we encourage the child to feel this freedom even as we help him discover the answer for himself.

I know of no changes which would make for greater social-emotional growth, excepting to schedule older children for the afternoon group, since wild behavior seems to be the result of fatigue. Four year olds function best in the morning.

INTERVIEW WITH TEACHER (continued)

D. Health

Our parents feel that the physical examinations are not necessary because they can pay for these themselves. One mother resented the fact the doctor said her child had had rickets. She was convinced the doctor had made a mistake (which he hadn't). But I feel the physical examinations are a "must." When teachers later on have children who don't learn, they can go back to find the physical causes as recorded in the examination.

Most children need the lunch and many want breakfast, too. The afternoon snack is better than the afternoon lunch. This year the meals have been very starchy, which is not what they need. They do need salads and fruit, which they don't get at home. Fruit should be more generously distributed--two orange wedges per child instead of one, for example.

E. Parent Involvement

I have observed many changes in our mothers. Quite a few former preschool mothers are now active in Mothers' Study. In fact, our school's Mothers' Study group was created because of the former preschool mothers.

Recently, when I visited homes of former preschoolers I was cordially welcomed and many complaints about the school flowed freely. I had the distinct impression that these mothers felt free to talk to me and to tell me things they didn't like about the school but were afraid to bring up at school conferences. This points up the importance of home calls. All teachers should be permitted to make them. Home calls enable us to have more understanding and patience with children.

Some of our mothers are definitely more skilled in working with their children. For example, the mother who took her child on a tour of their home to discover how fire was used in it never would have done this at the beginning of the year. Parental attendance on trips and in the classroom has also helped parents learn how to work with their children effectively.

I believe we could involve mothers more in what's going on in the classroom.

F. Volunteer Services

Good use of volunteers depends on the volunteer. Our volunteer is working into a very fine helper. We really appreciate her.

II.

A. Complete Integration Into the School

I feel the program will lose some of its power next year. One first grade teacher has been trying to get a diagnostician for a long time and can't. Obviously some services will be curtailed because of the change. Education is now being criticized, yet when the teacher needs this kind of help she can't

II.

A. (Continued)

get it. One child who was not in our program failed to learn in kindergarten. Finally, in first grade it was discovered this child was blind in one eye. Lack of diagnostic services to the school causes serious oversights like this one.

B. Use of Volunteer Aides

If you can find enough volunteers they could be used, but it is critically important to have some aides in the nursery school. If there are no paid aides the number of children should be cut to twelve.

C. Parent Meetings and/or Home calls

One day a week could be profitably spent on planning, home calls or parent meetings.

Further Comments and Suggestions:

Why can't bus time be blocked out ahead of time without the necessity of making individual trip slips each time.

Why can't parents who can afford it pay $0.75 tuition every week? This money can be used for snacks or trips.

A parent committee can be formed to promote the program.

In the future, unnecessary paper work should be avoided. Home call reports should only be written up for the initial call or when there is a problem.

The written observations of speech and socialization are, in my opinion, a waste of valuable time. I spent seventeen hours for pre and seventeen hours for post observations. I believe the children come first, but they were slighted during two weeks of observations. I would have learned more from taking anecdotal records during this time.

Our school staff has been very receptive to our program, but the secretary has absolutely refused to do anything. I have had to mimeograph all notices myself and have not ever had any cooperation from her. The custodian won't even call the school plumber when we have a stuffed up toilet. He made us call and arrange for it to be fixed. Our bathroom, which is used by other groups, is filthy and I have been expected to keep it clean, doing custodial work. This will be impossible if we have no aides next year. Better acceptance of the program by the secretary and custodian would help our children become part of the total school and would enable us to do a better job.

INTERVIEW WITH TEACHER

I.

A. Academic Readiness

I feel we need to wake up and stimulate our children's thinking as much as possible. We could do more in perceptual training and could use more times of dramatic play. If we teachers had some specific suggestions for this, it would help us. I have observed that our children talk more at the times when they are playing the role of someone else.

B. Language Development

The book on language development was very helpful to me. I think we could stress this type of activity more. As children become more acclimated to the group they talk more. It is then a good time to divide them into smaller groups for maximal language participation. Our children seem to be progressing well in language development.

C. Social-Emotional Growth

The children have shown gains in self-discipline and in independence. Self-concepts are improved but we need more specific suggestions as to ways of enhancing Negro self-concepts and more ways of learning how to discuss racial differences honestly, both with parents and with their children.

D. Health

The lunch program is worthwhile. I do not feel the food is too starchy. The snack is usually well eaten but I recommend varying the sandwich routine with soup or stew. This could be sent in a thermos.

I wish we had the money to follow up on having children's teeth fixed.

E. Parent Involvement

I think our parents have been more willing to take part in school parent activities because of their connection with preschool. I feel, however, that we should plan our parent visits to do more with parents in terms of preparing their children to succeed in school. I would like to have a kit of simple learning games and books which I would bring to the home, showing parents how to use these materials with their children.

F. Volunteer Services

We need our volunteers and I have enjoyed working with them. I have been concerned about one volunteer who seems to feel unneeded even though I have tried to tell her how much we do need her. Each volunteer is different and reacts to our children differently. Some seem able to jump right in and work while others wait to be told what to do.

INTERVIEW WITH TEACHER (continued)

II.

If at all possible, I feel we should keep our paid aide because we really need her. Tuition for children who can afford it is a good idea.

I would like to have one day a week or twice a month to visit homes to teach children in the home while the parent observed; and to discuss with the parent specific things she can do to help her child.

INTERVIEW WITH TEACHER

I.

A. Academic Readiness

I believe the preschool program has prepared our children for school routines and has helped them to settle down and to be able to "take" school.

I feel that this year's children need more than last year's in the line of discovery experiences. They are farther advanced. Many things in curriculum I couldn't do last year I can now. I could use booklets with ideas to stimulate these children. They need this rather than mere rote learning.

B. Language Development

I see great change here. The children are now able to speak "in public," to visitors and to each other. At first they couldn't speak at all when in a group. After months of individual attention of the kind we have been able to provide they have blossomed out. Their vocabulary and conceptual development have shown growth. Concepts such as "up - down" are now real to them.

I wish we had the "props" for a greater variety of concrete language development learning experiences. I wanted to make a box with three different cans in three different sizes and colors, for example, but I never got around to it. If each room had a different box, we could exchange boxes and teach new concepts as the year progressed.

C. Social-Emotional Growth

Self-concepts of our white children are better because they now feel more capable and independent. Black students who entered the program with lower self-concepts also have better ones as far as feeling capable. But despite our efforts they still do not feel that blackness is good. We have a picture of a black child on the wall and we often remark what a pretty girl she is, but the black children will not accept this. They laugh at us for saying it. I believe we need more black professional people as visitors. We need to be able to show black children that black people can succeed in a variety of jobs, not just as janitors or servants.

This year I have been more demanding of the children and I believe they have made greater gains in self-discipline because of it. We have tried to give the children alternatives in behavior:

> "You may either sit down quietly with the group or go out in the other room until you are ready to join us."

These children have taken great pride in conducting themselves well.

There has been growth in learning how to take care of dressing one's self, etc.

D. Health

Our children eat well and while we did not need the afternoon lunch program last year, I feel we do need it this year because we have children who have no lunch at home. The snack is very well received.

INTERVIEW WITH TEACHER (continued)

E. Parent Involvement

I believe fall is the time to capitalize on parent (mother) interest. At the beginning of the term we could have a meeting and plan our trips, etc. at this time. We could also encourage and invite parents to visit the room. A newsletter sent home often would help tell our parents what we are doing in school. Last year's parents probably would not have read it, but this year's parents would have.

Our home calls and meetings have been very helpful in making parents feel part of the school, I believe. Parents of our children do seem willing to take part in more parent activities at school than non-preschool parents and are more trusting toward the school as the result of exposure to parent activities.

Observing their children at school has been helpful to parents because some who are very strict can see this as they see how other children behave. Some are too hard on their children. As they watch the behavior of their child and his peers in a group they realize they are expecting too much.

I would like to see more chance for home calls, more mothers' trips and meetings, as well as workshops for mothers before school begins as I mentioned earlier.

F. Volunteer Services

We have appreciated the work of our volunteers, but it takes time to train them and sometimes a volunteer may have very strict ideas about child rearing, which conflict with our philosophy. This can raise problems for the staff. But, in general, the volunteers are very much needed and have a real contribution to make.

II.

While the ideas for continuing the preschool sound good to me, I believe we need at least one day a week for planning, home calls and parent meetings. I think the class size should be reduced to twelve or fourteen, if we have no aides.

A structure will be needed if we use volunteers on a daily basis. A schedule with duties listed would have to be set up. We should aim for young women, since they tend to be flexible. We could include mother volunteers, too.

Other Comments:

There has been a mixed reaction by the staff here. Some are in the dark about our goals. A newsletter would be helpful here in acquainting them with these goals. Some of our teachers have definite negative feelings about the preschool, because of federal funds being used. We, also, have a noise problem which works both ways, but which some teachers resent. Other staff members have been very helpful to us.

I feel our preschool staff meetings could have been more meaningful.

INTERVIEW WITH TEACHER (continued)

Other Comments (continued):

Some of our paper work has seemed useless to me. At the beginning of the year the kindergarten teachers did not receive copies of the Progress Reports I wrote last year. They were of no value to them stuffed away somewhere. I feel the WRAT is a waste of time and tests nothing. The observations we had to do may possibly be a help to the teacher, but have little worth because they don't balance out or give a good reliable picture of the child at all. Anecdotal records are far more meaningful, but have had to be neglected while we did all the observations.

SECTION III

SELECTED CASE HISTORIES

The case histories described on the following pages were included as examples of the ways in which staff members and community agencies have worked together for the good of the children.

SELECTED CASE HISTORIES OF OUR TITLE III, 1969 CHILDREN

T.A.: This child was recommended to us by The Family Service Center, Kalamazoo County Health Department, Juvenile Court, the school social worker and the principal. The child of a feeble-minded mother who still plays with dolls, T. came from a home where his needs were never taken care of.

A family helper employed by The Family Service Center worked with the mother to show her how to feed and dress the children and how to clean the house. The Kalamazoo County Health Department sent workers to the home to concentrate on improving sanitation. The school social worker counseled with the family about the older children. T.'s enrollment was part of the plan arranged by the court to enable the family to retain custody of the children. We arranged for a bus to bring T. to school and kept him in our program for two years, since he was definitely not ready for kindergarten after one year.

After testing and observation by the diagnostician and special education consultant, a screening meeting of persons concerned with the case was held and it was decided to put T. in a special education class for children his age next fall. T.'s family has shown great progress in the last two years. The house is now neat; the mother prepares the children for school and the mother has visited T.'s classroom several times. T. has a good self-concept, one which will continue to be enhanced by attendance in a class where he can succeed. Without preschool it is hard to say what T.'s future would have been.

J.C.: J.'s extremely slow behavior and speech difficulties caused his teacher to arrange for Child Guidance help. A complete battery of tests and observations by the Child Guidance psychologist followed. Specific helps in speech and behavior areas were given tne teacher. J. stayed in our program two years with transportation this year taken care of by one of our volunteers. A screening committee this spring determined that J. would do best in a special education class in the fall of 1969. His mother visited the special education room and gave her consent to the plan.

J.G.: J.'s case is an example of cooperation between school systems, as well as among local agencies. When he was enrolled two years ago he had been a student at the Kalamazoo Association for Retarded Children Day Care Center. The Child Guidance Clinic had told his parents that he was retarded. He was receiving large amounts of Rytalin daily, but was still a difficult child to manage. All last year our teacher gave up her lunch hour so that he could stay for the entire day. Since he lived in Portage, bus transportation had to be arranged for him through their schools.

This year he had progressed so far that he was able to go to a regular kindergarten in Portage plus attending our program every afternoon. The Child Guidance Clinic has worked closely with our staff and the home here. Our teacher has talked at length with the parents about appropriate discipline measures and techniques to be used in the home in handling J. J. now talks, socializes and does very well in school. His parents are among our staunchest supporters.

K.K.: K. is a six year old child with brain dysfunction severe enough to have caused her to be almost impossible to live with. She had been extensively examined and tested before entering our program. Her mother is a highly nervous person who was most eager to do anything she could to help K. adjust.

K.K. (continued): After a year in our program K. can dress herself, follow instructions, join the group for activities, permit the doctor to examine her (which used to be a real battle) and enjoy playing with others. The Child Guidance Clinic has worked with us and with the parents in suggesting specific ways of helping K. become more self-responsible. Her mother is more relaxed now and K. is much changed. What her future in school placement will be is not definite, but it is felt she probably can now go to a regular kindergarten.

J.H.: Also from Portage, J. was referred to us by the Portage Schools' diagnostician. Having suffered from meningitis she had spent months in a hospital and had to learn to walk and talk all over again. Her parents naturally had spoiled her and the diagnostician felt she needed help in controlling her frequent violent temper tantrums. The home situation was also far from ideal and it was felt she needed consistent daily routines in an enriched environment. The Child Guidance Clinic has also been involved in this case.

After a year in the program J. is a happy responsive child who has learned to do many things for herself. She has learned alternate, acceptable ways of behaving when angry. She will be ready for kindergarten in Portage in the fall, and her records will be given to their diagnostician to ensure appropriate placement there.

S.W.: S. was referred to our program by a cooperative nursery school teacher who was very concerned about the family situation. The court had temporarily awarded S. to the custody of her paternal aunt because neither of the parents were considered fit. S. had lived with a promiscuous mother, an inattentive grandmother and an irresponsible father and his mistress before being awarded to the aunt. Both he and his wife have been taken to court regarding child beating of her three children, two of whom we had in previous years--both very disturbed and under care of the Child Guidance Clinic. After weekends with the father S. would be entirely unmanageable for days.

Her aunt has tried hard to provide consistent discipline and love to this child. The teacher also stressed consistent behavior in handling S., to give her a much needed feeling of security. In the winter the aunt was given continued custody of S. on the condition that she continue to attend our classes. The Child Guidance Clinic, at our request, has worked with both teacher and foster parents to help this child find some stability in a wildly fluctuating world.

We may be powerless to influence the court in a final custody decision, since the rights of the natural father seem to take precendence over the child at times, but we have at least been instrumental in providing her with some strengths needed for her uncertain and difficult future.

M.W.: One of our most complicated family situations has involved this child. Her parents are not poor, but show absolutely no ability to manage financially. M. is one of six children ranging in age from one to seven years old. She and her siblings are absolutely filthy. In fact, two of the older boys smell so badly they have been sent home from school on occasion to be bathed. M.'s extreme hunger was indicated by her eating two full meals every noon. When asked what she did at school every day M. replied, "I eat!"

During a home visit to the family the teacher learned that Mrs. W. was ready to run away from home because of her children's wild behavior. The house is always in chaos. None of the children are house broken. They refuse to use the bathroom and relieve themselves all over the upstairs. When our teacher visited M. had been kept at home from school because she had urinated on the

M.W. (continued):
floor. The teacher tried to point out that M.'s behavior at home should not cause her to be kept out of school as a punishment. While she was visiting the parents actually beat some of the children. Broken glass lay about the floor and the baby's stomach was cut from it as he crawled about the floor.

Our teacher contacted our social worker who contacted The Family Service Center. They sent a caseworker to talk with the teacher and they paid a visit to the home together. The family agreed to accept help. Then the caseworker, social worker and teacher arranged to have an extension aide work with the W.'s in home management. Extension aides are neighborhood women who assist families in learning how to clean, cook and prepare good food. The extension aide brought a colleague and together with Mrs. W. they spent nine hours washing all the clothes, drying them and washing each child completely. This took a long time because the washer and stationary tubs had to be filled by pailfulls. The next step has been for Family Service to try to get the father to come for counseling. We plan to purchase a hose for the washer (the father has refused to) and the extension aides plan to continue cleaning the house while showing Mrs. W. how.

As another example of cooperation, Sister Marie, Principal of St. Joseph Catholic School and a member of our Title III board has volunteered her services as a cleaning lady and will accompany the extension aide on her next visit.

The children are ravenous--to the point of eating raw hamburger. Some neighbors have complained of child neglect in the W. home, but so far no one has been able to prove it. The mother really seems to want help in changing her living pattern. However, it would be utopian to assume that this family's multiple problems are solved. One can only point to what is being done by agencies cooperation with each other, alerted to the problem by our preschool program.

L.L.: L. was referred to us by the principal of a Kalamazoo school because during two weeks in kindergarten he never emerged from under a table where he crouched, unmanageable. He was enrolled in one of our Title III schools to which he was dragged daily by his mother. For three months he attended every day, never moving from the doorway where he stood, looking down or furtively at class activities, but never sitting, eating, speaking or looking directly at anyone. After trying every technique she could think of to involve him, the teacher requested Child Guidance help. Talks with L.'s mother revealed serious problems at home with a mentally unstable father, lack of money and peculiar behavior at home on L.'s part. The Family Service Center was called in to work with family problems.

The week the Child Guidance expert was to visit the class to observe L. an exciting thing occurred. L. sat down! He joined the outskirts of the group. Later he began to talk. The Child Guidance person suggested ways of reinforcing this desirable behavior. L. is being seen at Child Guidance but he is now fitting into the group and most important, having a happy successful time in school.

Arrangements have been made for him to attend Head Start this summer so that by fall he will be really ready for kindergarten. L.'s case is the kind of success story one rarely encounters in that the transformation is astounding. While his case is unique it is another example of the kind of effort made by the Title III program in meeting the needs of each child.

SELECTED CASE HISTORIES (continued)

J.S. and B.H.: These two children are representative of the deaf children enrolled in our program. Both were referred by teachers at the Upjohn School. The reason for including deaf children in Title III classrooms is twofold. First, there is a need for these children to become integrated into "hearing" classes and second, inclusion of deaf children in our classes serves as an excellent way of acquainting our hearing preschoolers with the fact that we are all different. Both children have been very well accepted. B. now talks a great deal. The children have been trained to race her when talking so she can lip read. They have examined her hearing aid. On trips they make sure she can lip read what tour guides say. J. is a younger child who is a severe problem at home. At school he has learned that although deaf, there are rules he must follow. In the small classes at Upjohn, which each child attends half days, there are not so many opportunities for learning to live in a group. J. has become part of the preschool and is doing so well that he may continue in Head Start this summer. Through observing him in a "hearing" group his mother has learned to expect certain things of him and this has helped his home behavior, also.

SECTION IV

PARENT EVALUATIONS

The degree to which we have achieved our second and third objectives was evaluated in two ways--first, by keeping a record of the number of parents attending preschool functions and the number of home visits made and second, by the results of a parent evaluation form.

In the three years of operation a total of 1,963 parents visited our classes or talked with the staff at school. Our staff made a total of 1,382 home calls.

Parent meetings were held monthly in each school. Mothers took trips to parks, nearby cities, factories and educational centers both with their children and alone with other parents.

As part of our final evaluation, one fourth of the families with former preschool children now in kindergarten or first grade in Title III schools were randomly selected to be interviewed. The interview instrument was designed to be simple to administer, easy to understand and to possess a high degree of content validity. Interviewers were trained and parents were assured that their names would not be used.

Parents of children currently enrolled in the program were given the questionnaire through interviews when possible and through personal contact at school otherwise. The results follow.

RESULTS OF THE PARENT QUESTIONNAIRE

Question	Kindergarten Parents			First Grade Parents		
	Enthusiastic	Didn't Care	Can't Recall	Enthusiastic	Didn't Care	Can't Recall
1. How did you feel about the preschool program when your child was first enrolled?	17	1	0	18	0	0
2. Did the teacher visit you?	Yes 16	No 0	1	Yes 17	No 1	
3. Were these visits helpful to you as a mother?	Yes 14	No 1	Don't know 0	Yes 16	No 0	Don't know 0
4. Did you take part in any parent activities while your child was in the program? If so, which ones did you enjoy?	Yes 11	No 4		Yes 14	No 3	
a. trips taken with children	12			6		
b. trips with other mothers	9			8		
c. workshops to make learning toys for child	4			7		
d. skits about discipline, etc.	3			5		
e. visits to the classroom	11			14		
5. Do you feel welcome in school now as a result of having had your child in our preschool?	Yes 14	Felt welcome before 5	Still don't feel welcome 1	Yes 13	Felt welcome before 3	Still don't feel welcome 1
6. Has your child's progress in kindergarten and first grade been satisfactory to you?	Yes 16	No 0	Yes 13	No 2		
7. Do you think his preschool experience was helpful?	Yes 18	No 0	Yes 21	No 0		

RESULTS OF THE PARENT QUESTIONNAIRE (continued)

Question	Kindergarten Parents			First Grade Parents		
	Enthusiastic	Didn't Care	Can't Recall	Enthusiastic	Didn't Care	Can't Recall
8. If so, what parts of his preschool experience do you feel were most helpful to him?						
a. the things he learned from his school experience	13			11		
b. the trips he took	10			12		
c. the health services provided	5			5		
d. the lunch and nutrition program	7			5		
e. a chance to be with other children - learning to share	17			15		
f. growth in self-confidence	12			15		
g. growth in independence	15			16		
9. How would you feel about sending another child to our preschool?	Eager		Wouldn't want to	Eager		Wouldn't want to
	18	0	0	18	0	0
10. Would you like to see the preschool continue in 1970-1971?	Yes, very much		No	Yes, very much		No
	18	0	0	18	0	0

RESULTS OF THE PARENT QUESTIONNAIRE (continued)

Question 11. Have you any suggestions for improving the preschool program, or criticisms about it?

Comments from kindergarten and first grade parents of former preschoolers:

Very well done!

The only criticism I have is the preschool program is limited in the amount of children it can accept.

I think it is a well-balanced program.

Eliminate or give the afternoon snack earlier--it spoils the child's supper.

I learned about Sheila's eyes as a result of the eye test. She needed glasses badly.

It helped my child to know the teacher was visiting her home.

I think the preschool program is excellent, couldn't be better.

In question #6 I don't want this interpreted wrong. Randy had been sick a lot before he was in school age. He was used to being babied a lot. He did not accept school easily or willingly. Preschool was a great help to help him accept the school idea. But as far as going on to kindergarten and first grade, this should not reflect on preschool. Randy having many problems to begin with has done quite well as the result of preschool.

I wanted to enroll twins and found they wouldn't take both at the same time and I didn't want them separated so they didn't get to go. This should be changed.

I appreciated the equal time and treatment for all children. I am impressed with my son's ability to tell me about his experiences.

I was glad my child had a chance to play with black children.

Let's make the program available to more children.

No criticisms. Am very pleased with the outcome and hope that it can keep on, as I think it's a very wonderful program.

I would be very pleased to have the school continue, as I have two smaller children whom I'd like to send.

I like the nursery.

Appreciated services of Child Guidance observations.

RESULTS OF PARENT QUESTIONNAIRE FOR CHILDREN ENROLLED IN PROGRAM THIS YEAR 1968-1969

Question	Enthusiastic	Didn't Care	Can't Recall
1. How did you feel about the preschool program when your child was first enrolled?	88	2	1
2. Did the teacher visit you?	Yes 76	No 14	
3. Were these visits helpful to you as a mother?	Yes 71	No 2	Don't know 3
4. Did you take part in any parent activities while your child was in the program?	Yes 57	No 27	
a. trips taken with children	30		
b. trips with other mothers	21		
c. workshops to make learning toys for child	29		
d. skits about discipline, etc.	13		
e. visits to the classroom	51		
5. Do you feel welcome in _____ School now as a result of having had your child in our preschool?	Yes 45	Felt welcome before 35	Still don't know 1
6. Has your child's progress in kindergarten and first grade been satisfactory to you?	Does not apply	Does not apply	
7. Do you think his preschool experience was helpful?	Yes 95	No 0	Don't know 1
8. If so, what parts of his preschool experience do you feel were most helpful to him?			
a. things he learned from his school experience	75		
b. the trips he took	59		
c. the health services provided	52		
d. the lunch and nutrition program	40		
e. a chance to be with other children - learning to share	74		
f. growth in self-confidence	73		
g. growth in independence	74		

RESULTS OF PARENT QUESTIONNAIRE FOR CHILDREN ENROLLED IN PROGRAM THIS YEAR 1968-1969 (continued)

Question	Enthusiastic	Didn't Care	Can't Recall
9. How would you feel about sending another child to our preschool?	Eager 87	Don't care 0	Wouldn't want to 0
10. Would you like to see the preschool continue in 1970-1971?	Yes 85	Don't care 0	No 0

RESULTS OF PARENT QUESTIONNAIRE (continued)

Question 11. Have you any suggestions for improving the preschool program, or criticisms about it?

(Comments by parents of current enrollees from Edison, Oakwood, Roosevelt and Vine schools)

I have no criticism or suggestions. I think the program is marvelous and David has learned so much. The trips were so interesting for him. This has given me ideas for projects for my other children if they aren't able to go to nursery school.

I think it's a wonderful program for preschoolers. I think the teacher has done a real good job. The boys and girls love her.

I only hope the preschool will continue so all the young boys and girls can have the wonderful experience that my son has had.

My son has become a more secure and well-rounded child. I feel the program they have at present is definitely a complete and well planned one.

Enjoyed observing my child through the one way window.

We need more schools of this type.

Even though I won't be having another child in for quite some time, I think this program is very good for the child who has no one else to play with at home or in the immediate neighborhood.

I have no suggestions for improving the preschool program. All I have is a regret that all four year olds everywhere are not given the same chance as my son had. I feel he learned a great deal, especially in learning to get along well with others and also adjusting to the demands placed on him by the teachers such as obedience and manners.

I have a one year old at home I hope is given the privilege of attending a preschool. I truly hope eventually every four year old can attend some form of preschool.

I think it is a wonderful program. And has been put together by a wonderful group of people.

Very fine program.

The program is well thought out and geared to the needs of a four year old so well at present that any change here at Vine couldn't be for the better, I'm afraid.

I am very satisfied with the program and I think you've done a very good job.

Question 11. (Comments by parents of current enrollees (continued))

Not being too familiar with the program as it is conducted in the classroom, I can offer no suggestions either way. I can only say that my daughter has improved--not as spoiled and more outgoing than she was. I would like to thank all of you for your time and effort.

Have only praise for the work being done at the Vine preschool program. Our children receive experienced and loving guidance to prepare them for their elementary school years ahead.

I have nothing but good things to say about this program. My daughter and I have both learned a lot and had fun doing it. I am looking forward to sending my youngest son so he can have the same benefits and fun as my daughter.

Perhaps parents of non-underprivileged children who don't have enough money to send their children to regular nursery school could pay a very modest fee to help the program continue.

I have nothing to say but that I think it is just wonderful.

The preschool here is wonderful. There should be room and teachers for more children. This type of school should be continued because it is at this age a child needs to be with other children in a special place and, too, their mothers can help earn a living.

I'd like an all day program.

The program isn't reaching the children who really need the experience.

The program has helped Michael in so many ways in that it is helping him to become a normal boy instead of the little monster that he was. It has also helped me to understand the training and needs of a child like Mike.

I would like to see the preschool program in more school districts.

Parent acceptance of and enthusiasm for the program is evident from these results.

SECTION V

USE OF VOLUNTEERS

VOLUNTEER EVALUATION OF VOLUNTEER PROGRAM

EVALUATION OF VOLUNTEER PROGRAM BY STAFF MEMBERS

RECOMMENDATIONS OF VOLUNTEER STEERING COMMITTEE

USE OF VOLUNTEERS

A year and a half ago the idea for using volunteers in our classrooms was evolved in response to the need expressed by some of our mothers for continued home calls by an interested adult after their children were through preschool. A Volunteer Steering Committee was formed and a plan for using volunteers was developed. In this plan volunteers would be trained for classroom work to be followed, if desired by the volunteer, by visits with the teacher to a home where the preschool child would profit scholastically from the continued interest shown by a concerned adult. The volunteer would continue to visit the child and family at home as the child moved through the grades. In cases where this did not appeal to the volunteer she could continue to serve in a preschool classroom.

This year ten volunteers worked in our preschool classes. We had three orientation sessions for them in the fall which covered the goals of our program, ways of working with disadvantaged families, techniques of working with children and classroom visitations. New volunteers were recruited by our enthusiastic volunteers who talked about their work in such glowing terms that others wanted to try it. Volunteers kept a record of hours worked by using time sheets so that we had an accurate total of their time. From September 1968 to May 31, 1969 they have given six hundred hours to the schools.

Staff members had an orientation workshop on working with volunteers in the fall with role playing and discussion. Volunteers met during the year to exchange ideas. A tea honoring them was held in February. Staff members and principals were also invited. A year-end evaluation meeting and tea was held in early June to set up plans for the coming year.

Involvement of the community in the preschools has been greatly strengthened by our volunteer program. Using volunteers from all walks of life has given us a unique opportunity to bring some members of the taxpaying public into close contact with our public schools. In this way they have gained new insights into what the schools are trying to do while they have contributed a really needed service. The fact that twelve of our volunteers were attracted to the idea of working with us because of their friends' enthusiasm for the job shows just what a vital role volunteers play in spreading positive information about the schools.

Staff members also have profited from this experience for they have learned to open their doors to the public not just to let them observe, but to join in the educating of children. This has given them new appreciation of the strengths of public involvement in the successful operation of a school program.

Volunteers have indicated a real commitment to the preschool in terms of priority in their lives. One volunteer, a high school senior, not only works four afternoons a week in the program but transports one of the children to and from preschool. Another, told by her doctor to give up some activities, declared, "I may have to give up my bridge clubs, but I won't give up the children!" Another began the year on a trial basis coming for two hours one morning a week. She has since taken on one full day a week and plans to work all summer every day in Head Start. We have one volunteer who has now worked

for three years one full day a week. Others have brought presents on each child's birthday, Christmas gifts for all and through their efforts learning toys from their church have been donated.

Volunteers also conducted personal interviews of mothers with children enrolled in the new day care center sponsored by the Kalamazoo Schools. They gave thirty hours to this venture.

VOLUNTEER EVALUATION OF THE VOLUNTEER PROGRAM

In answers to a questionnaire volunteers stated that they had found the orientation meetings helpful; that they felt welcome and needed in the classroom; and that they would like to continue to serve as volunteers in the fall.

EVALUATION OF VOLUNTEER PROGRAM BY STAFF MEMBERS

1. Have you enjoyed having volunteers in your classroom?

   Yes 15

   No 0

2. In what specific ways have they been most helpful to you?

Speech therapy	1
Opportunity for individual story reading	1
Different outlook	1
Helping as a teacher	1
Talking to children	1
Setting table	1
Rolling pictures	1
Works with groups of children	1
Contributing new ideas	1
Helping parents	1
Household duties	2
Bringing surprises and treats	2
Bringing special materials	3
Going on trips	1
Befriending a family	1
In every way	4

3. Have any problems arisen in working with your volunteers?

Keeping them feeling worthwhile	1
Not knowing when they would come	1
Some were totally unprepared for classroom work	1
Inability of some to cope with classroom problems	1
Coming late	1
Bringing baby along	1
Having philosophy of education opposed to ours	1
Having their own children (in the case of parent volunteers) jealously preventing them from giving attention to other children	1

4. What suggestions do you have for improving or changing our volunteer services?

None	1
Just more volunteers	2
If they could come in the afternoon	1
Make sure <u>every</u> volunteer has orientation before entering the program	2
Opportunity for teachers to meet volunteers before classroom encounters	
Reading materials for volunteers about children's needs	2

EVALUATION OF VOLUNTEER PROGRAM BY STAFF MEMBERS (continued)

4. (Continued)

Some way of knowing for sure if volunteer is coming	
Planning time for teacher and volunteer before beginning of school day	2
Letting volunteers do what teacher does	1
Getting to school by 8:15	

5. Would you like to continue using volunteers in your classroom next year?

Yes	15
No	0

Comments:

Volunteers definitely have been accepted by staff members more than they were last year. All staff members expressed enthusiasm for their particular volunteers. Staff members showed much patience and flexibility in allowing several volunteers to bring their tiny children. They also exhibited a willingness to "make" work for the volunteers and tried to help them feel needed.

RECOMMENDATIONS OF VOLUNTEER STEERING COMMITTEE FOR 1969-1970

I. The Preschool Volunteer Steering Committee should continue this fall. Its role will be to coordinate the recruitment, orientation, placement and work of preschool volunteers in the Kalamazoo Public Schools.

II. This committee will work under the direction of the Director of Community Relations for the schools. The committee will meet with each prospective volunteer.

A. Volunteers will fill out Interest Sheets to help in placement.

B. If the committee feels a particular volunteer is not suited to work in the classroom, it has the prerogative to decide she shall not serve in such a capacity.

III. Orientation meetings will be held periodically for new volunteers.

A. These will include orientation on:

1. Understanding and working with minority groups.
2. Understanding sub-cultures.
3. Role of volunteer in the classroom.
4. Goals of the preschool program.
5. Techniques of working with children congruent with our philosophy.
6. Confidentiality and the handling of privileged information.
7. Observing actual classes.

B. All new volunteers will be expected to participate in the orientation program, but exceptions may be made at the discretion of the committee.

IV. The committee will call regular progress meetings of the volunteers including:

A. Evaluation of the program by volunteers

B. Discussion of problems faced.

V. Teacher orientation for working with volunteers will be arranged whenever possible by the Director of School Community Services and the committee.

VI. The committee and Director of School Community Relations will place the volunteers with the volunteer's consent, the principal's consent and the teacher's consent. The major emphasis on placement will be in former Title III schools, i.e. Edison, Oakwood, Roosevelt and Vine, since there will be no paid aides in these schools.

RECOMMENDATIONS (continued)

VII. Volunteers will be recruited by the committee. The committee will work with the Director of Community Relations in recruiting volunteers for one-to-one reading help, etc. in other grades if he so desires.

VIII. Volunteers will be recognized for their services at least twice a year through teas in their honor, certificates of service or other appropriate methods.

IX. Time cards giving date, time worked and name of volunteer will be kept by the volunteers. Copies of this information, which will be sent to the secretary of the Volunteer Steering Committee, will be forwarded to the Director of School Community Relations.

SECTION VI

HEALTH SERVICES REPORT FOR 1968-1969

June 11, 1969

DENTAL: 115 examined--18 needed emergency care
12 needed care, but not an emergency
9 routine care
76 no dental care required

URANALYSIS: 135 completed-- all negative for sugar and protein

HEMOGLOBIN: 107 completed--
3 below 60%, referred for iron therapy
14 between 62-70%
90 above 70%

VISION: 120 screened--
5 failed, referred either through ADC or Lions Club
4 failed, not referred, under doctor's care

HEARING: 123 screened--
3 failed, referred to Constance Brown Otology Clinic
1 unable to screen

TB: 97 completed--
96 negative
1 positive, followed up by Kalamazoo County Health Department

PHYSICAL EXAMINATIONS: Done by Drs. Zolen, Perry and McCarthy
128 completed--
4 flat feet, referred for Thomas heels
1 knock-kneed, referred to orthopedic clinic
7 enlarged tonsils, to be re-evaluated during the summer
1 tonsils, referred for T & A, will have surgery in July
2 tonsils, referred for T & A, are being observed
3 hernia, referred to family doctor
2 skin rashes, referred to dermatologist
1 heart murmur, referred to Bronson Heart Clinic

SECTION VII

FINAL RECOMMENDATIONS FOR 1969-1970

Plans for continuing the Title III preschool program in 1969-1970 include the following:

A. Complete integration of the preschool room into the school, including resource teacher and consultants in special subjects, use of nursing services and social worker, with the principal responsible for all.

B. Use of volunteer aides on a regular day-to-day basis to replace the paid aides.

C. One day each month or every two weeks set aside with no preschool classes so teacher can take part in preschool parent meetings and/or home calls.

D. Continuation of the Title III advisory committee to continue involvement of community agencies and to represent the preschool program in an effort to gain future funding.

We have learned these things from our three years of operating this program:

A. Procedures:

To clarify procedures one must first define in behavioral terms the goals or improvements needed in the school program and determine why they are needed. Then one must plan the specific steps necessary to effect these improvements. Thus, if increased parent participation in school activities is a goal, one plans the procedures needed to bring this about such as: survey of parents taking part in activities at beginning of year, attitude questionnaires to ascertain why parents do not take part, in-service staff training on working with parents, etc. Then one measures the effectiveness of these procedures such as: number of parents visiting class, number of parents phoning teacher and so forth.

B. Specific aspects of the curriculum:

The curriculum for preschool should be flexible enough to permit it to meet the needs of the children in each class, while it follows a basic child development orientation. A real danger in curriculum planning lies in the too quick, uncritical acceptance of every currently acclaimed preschool doctrine. Behind each part of the curriculum must lie the question: Why is this a part of the curriculum and how does it fit into our philosophy? What are we trying to do?

When changes of curriculum are made, thorough study of the rationale behind the changes and the involvement of the staff in making the changes insures greater success than the imposition of the change on unwilling staff members.

FINAL RECOMMENDATIONS (continued)

C. Nature and quality of staff relationships:

Staff roles should be clearly defined. Ambiguity regarding roles results in staff feelings of frustration which cause less efficient performance. Staff members should have an ombudsman to whom they can take their problems without fear of reprisal or loss of favor with the boss. Likert's Principal of Participation works beautifully when tried. Too often staff members have not been involved in formulating decisions which affect them. On those occasions when staff members have been involved in cooperative honest sharing of problems and decisions, they have emerged with new insights and with positive feelings of ability which have been reflected in better performance.

Staff members need the same kind of self-concept building for themselves that they are expected to practice on their children. Positive reinforcement through praise and recognition is worth the administrator's time in creating good staff morale.

D. School-community relations:

Parents of all children really care about them and want to do what is best for them. The school tends to alienate lower income parents in a variety of subtle ways, from the manner in which children are enrolled to the notices sent demanding certain behavior. Every parent is a taxpayer and, if for no other reason, this should accord him the respect of the school personnel. Herculean efforts may need to be made by school staff to encourage the parent to participate in school activities. Home calls most definitely should be a part of the program and creative efforts at various kinds of meetings and trips must be tried. An openness to new ideas, a willingness to try and fail must characterize parent-school relationships. The school has as much to learn from the parents as they have to learn from the school.

The use of volunteers from the community has been extremely worthwhile in interpreting the needs of the program to the city and has, also, provided us with needed help in the classroom. With orientation, specific time schedules and meetings to evaluate their work, volunteer help has proven to be highly successful. Many church and civic groups, as well as social and educational agencies have cooperated with us to further involve the community in the problems and goals of the school. The day has passed when teachers could ignore the community. In-service training in working with community groups has proven very necessary to our teachers and is recommended if mutually satisfying experiences are to result.